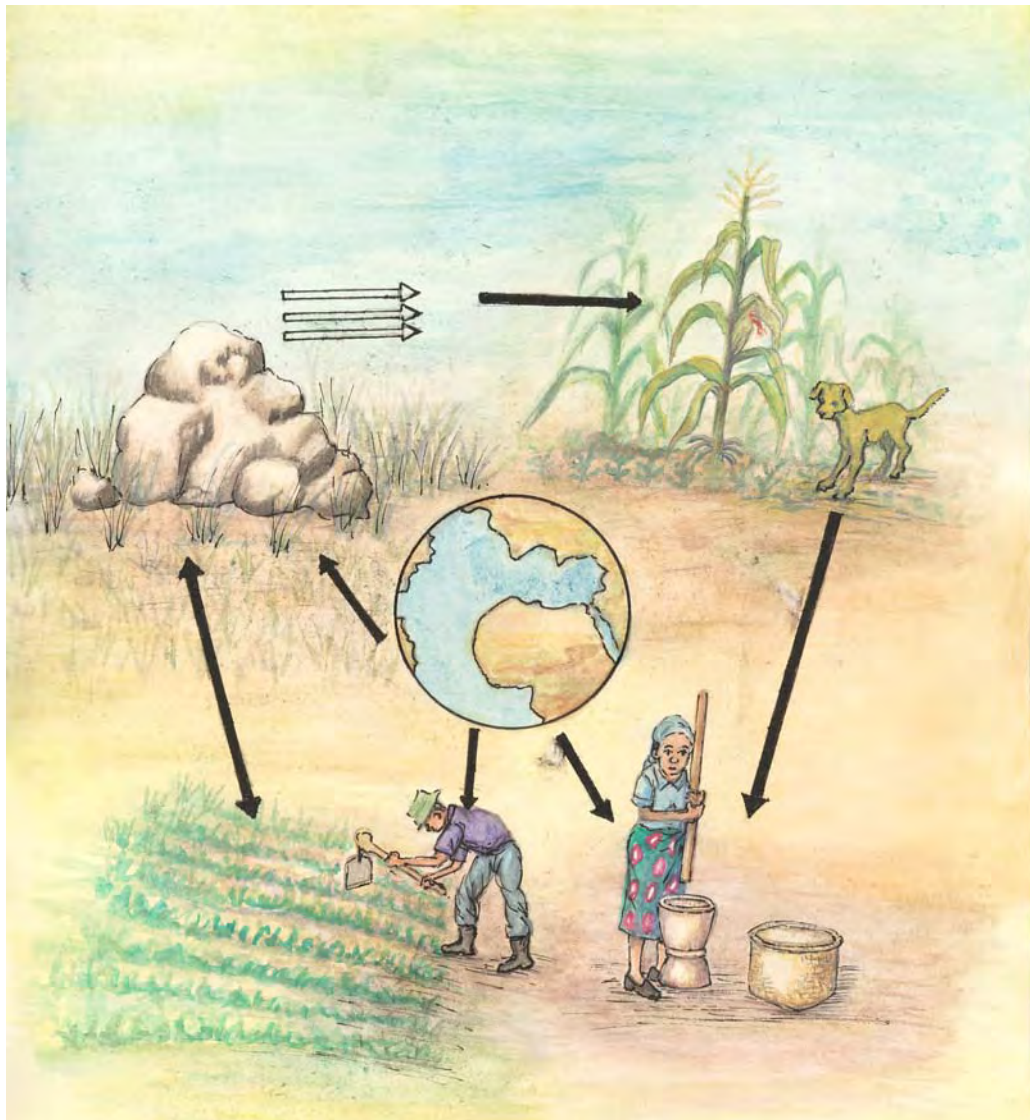


MALAWI PRIMARY EDUCATION

SOCIAL STUDIES



**Supplementary Pupils' Book
for
Standard 5**

Malawi Institute of Education

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for

Standard 5

Malawi Institute of Education

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UNIT 1

The environment

Introduction

In this Unit, you will learn about the meaning, components and the importance of the environment, wild animals found in the environment, destructive agents of the environment, effects of destroying the environment, conservation of the environment and how to make your school environment clean and beautiful.

Meaning, components and importance of environment

The term *environment* refers to one's surroundings made up of both living and non-living things. Such surroundings include land, mountains, valleys, plains, hills, people, animals, rivers, vegetation, lakes or water and air.

The environment may be divided into three parts; namely, the physical, social and cultural environment.

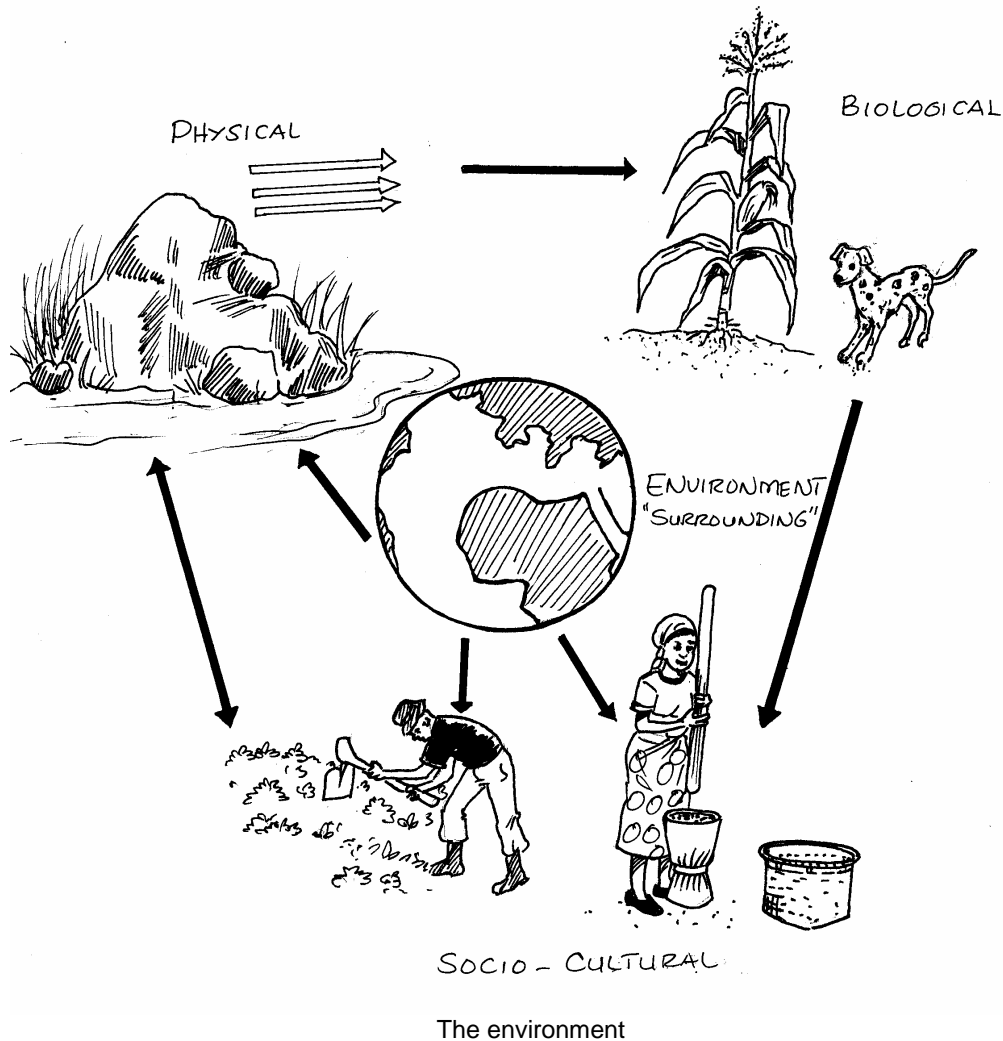
- The physical environment includes soil, water, rocks, mountains, hills, rivers, lakes, plants and animals.
- The social environment includes family, politics, buildings, roads, bridges and dams.
- The cultural environment includes customs, traditions, values, language, beliefs, religion, taboos, superstitions, dress, songs and dances.

Activity 1

- 1 In groups, visit the school surroundings and record anything you observe.
- 2 Report your findings in class.
- 3 With the help of your teacher, discuss the meaning of the term *environment* and its components.
- 4 In your class, classify what you observed and present your work like this:

Physical environment	Social environment	Cultural environment

- 5 Present your findings to the class.
- 6 Study the figure below:



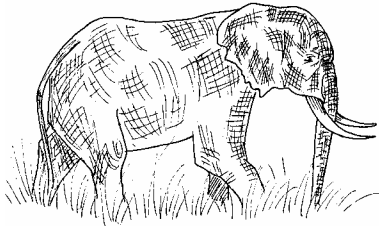
- 7 In groups, discuss the interdependence of the components of the environment
- 8 Report your work to the class.

Importance of the environment

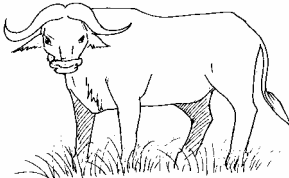
The environment is important because it:

- provides land which is used for the growing of crops
- provides building materials such as poles, timber, grass and bricks
- is the source of minerals
- is the source of water
- is a source of fresh air
- is a source of medicine
- provides a home for wild animals such as elephants, buffaloes and rhinos

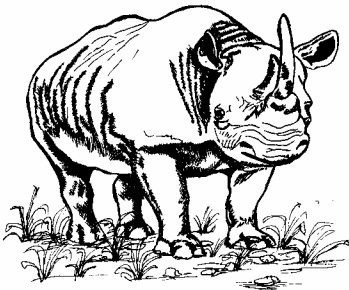
Wild animals found in the environment



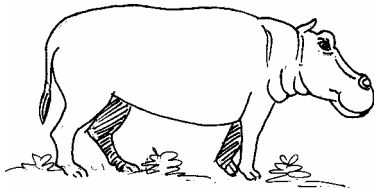
Elephant (*njobvu, zovu*) is found in Vwaza Game Reserve, Kasungu National Park and Liwonde National Park. It feeds on grass, tree leaves and food crops. Most of the elephants have been killed for their tusks (ivory).



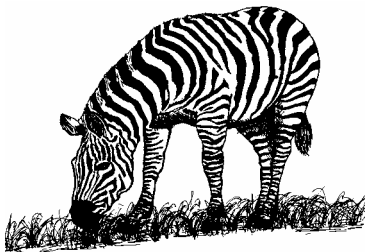
Buffalo (*njati*) is a big animal with bent horns and looks like a cow. It feeds on grass. It is mostly found at Lengwe National Park.



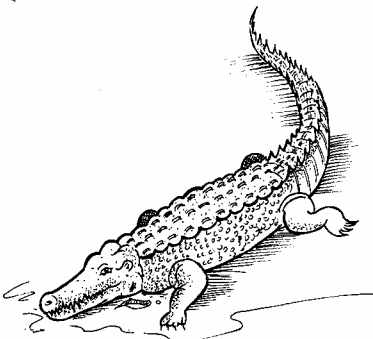
Rhino (*chipembere*) has two horns, one shorter than the other. It eats grass. Its horn is sold at international markets. It is found only at Liwonde National Park. Like the elephant, it is hunted for its horns.



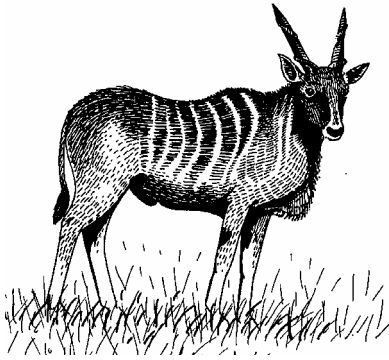
Hippopotamus (*mvuu, bokho, chigwere*) has short legs. It has a big body and head with a big mouth. It has small ears and eyes and a very thick skin. It lives in rivers and lakes but can stay out on land as well. The hippo feeds on vegetation. In Malawi they are found in Vwaza Marsh, Shire river and Liwonde National Park.



Zebra (*mbidzi, boli*) has black and white stripes and feeds on grass. It is found on the Nyika National Park.



Crocodiles (*ng'ona, ngwina*) are found in rivers (eg Shire) and Lake Malawi. They are killed for their skin which is used in the leather industry. Some people eat its meat, especially the tail.



Eland (*nyala*) has long horns which are twisted. It is found in Lengwe, Nyika and Liwonde National Parks. It feeds on grass and leaves.

Activity 2

- 1 In groups, identify animals found in your local environment.
- 2 Discuss the importance of these animals.
- 3 Report your findings to the whole class.

Destructive agents of the environment

In the last section you learned about the environment. You also looked at the importance of the environment. Now you will learn how the environment can be destroyed by different agents.

Destructive agents are things that cause damage to soil, water, vegetation and air. These agents are people, animals, bushfires, running water and wind.

People

People destroy the environment through:

- careless cutting down of trees leaving the soil bare, hence encouraging soil erosion
- poor farming practices such as cultivating along steep slopes which causes soil erosion
- throwing away on land and in water waste products from industries or factories. This causes pollution; water becomes unsuitable for drinking and some living things may die, for example fish
- opening of settlements and farming areas which leaves less land for wild life. For example, the giraffe is no longer available in Malawi
- poaching leading to reduction and disappearance of some wild species

Running water and wind

These agents wash and blow away top soil leading to soil erosion.

Animals

Through overgrazing, animals leave the ground bare. The bare ground is easily eroded by wind or running water.

Bush fires

Grass and trees are burnt down and in the process, the ground is left bare and living things are often killed.

Activity 3

- 1 In groups, go out to observe any destruction that has occurred to the environment.
- 2 Write down your observations.
- 3 Report your findings to the class.
- 4 What would happen if what you saw was left unchecked?
- 5 Suggest what should be done to control the damage to the environment.
- 6 Individually, draw pictures showing people destroying the environment.
- 7 Display your drawings for discussion.

Effects of destroying the environment

In the previous section, you learned about things that destroy the environment. In this section you will learn about problems that are caused by destroying the environment.

Effects of destroying vegetation

When the vegetation is destroyed:

- the fertile top soil is washed away by rain water
- rivers and dams dry up such that fish, animals, plants and people lack water
- wild animals do not find shelter
- people lack firewood, building materials and traditional medicines

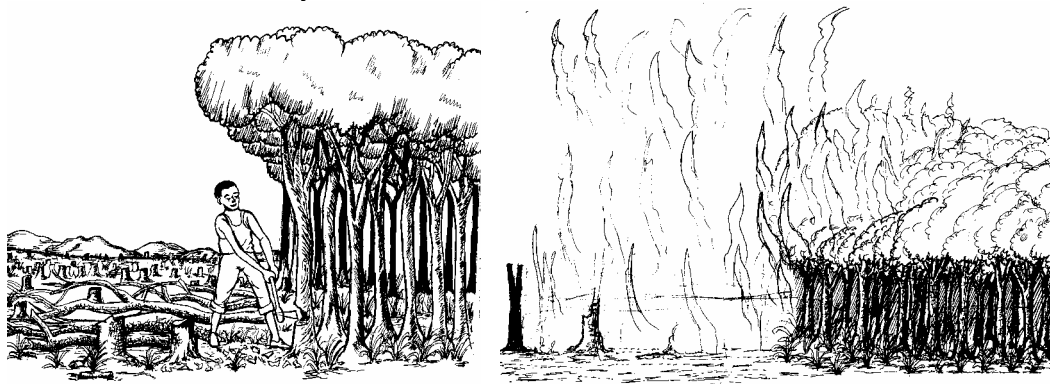
Effects of destroying the soil

When soil is degraded:

- land becomes infertile and crops do not grow well leading to less food for domestic use and for sale
- trees and grass do not grow well leading to lack of firewood, building materials and medicine
- there is reduced food for animals

Activity 4

- 1 In pairs, discuss
 - a What the two diagrams show.
 - b effects of what you see on the environment.



- 2 Present your findings to the class.

Conservation of the environment

You have just learned the problems caused by the destruction of the environment in the last section. You will now learn about the conservation of the environment. Conservation involves protecting, preserving and careful management of soil, vegetation, water and animal resources so that they are available for present and future use.

Conservation of the soil

Soil can be conserved by:

- avoiding bush fires
- planting trees and grass to avoid soil erosion
- practising crop rotation
- avoiding cultivating along steep slopes



Bare land with gullies

Activity 5

Study the illustration above and do the following:

- 1 In pairs, explain the effects of deforestation as shown in the picture.
- 2 In the same pairs, discuss how you can improve the situation.
- 3 Report your work to the whole class.

Conservation of vegetation

Vegetation can be conserved by:

- avoiding bush fires

- avoiding careless cutting down of trees
- planting trees and grass
- avoiding overgrazing

Conservation of water

Water can be conserved by:

- building dams
- planting trees in catchment areas
- planting trees along river banks
- using water properly

Activity 6

- 1 In groups, identify sources of water in your home area.
- 2 In groups, discuss ways of conserving water in:
 - your home
 - gardens
- 3 Report your work to class.

Conservation of wild animals

Animals can be conserved by:

- avoiding bush fires
- controlling overpopulation of animals
- avoiding poaching

Activity 7

- 1 In pairs, discuss how wild animals can be conserved.
- 2 Identify any protected areas for wild life in your district.
- 3 Locate the places on the district map.

Making the school environment clean and beautiful

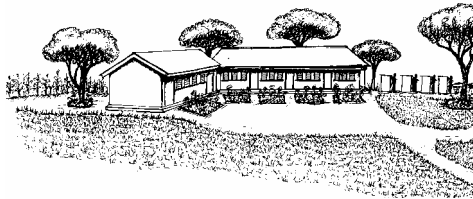
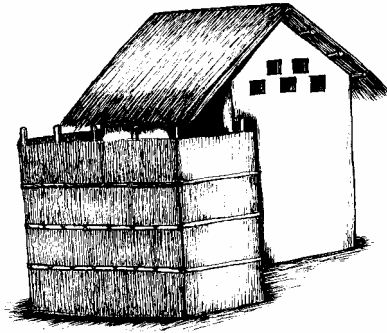
You need to make the school environment clean and beautiful in order to create a good learning environment. In doing so, diseases will be reduced and you will learn happily.

Ways of keeping the school environment clean and beautiful

Some of the ways of keeping the school environment clean and beautiful are:

- sweeping everyday
- mopping or smearing the classroom
- proper litter disposal
- having and using school toilets
- proper use of toilets
- having grounds with neat lawns
- planting flowers, trees and shrubs

The diagrams below show good practices on keeping the school environment clean and beautiful.



Activity 8

- 1 In groups, discuss the diagrams.
- 2 Report your work to the whole class.
- 3 Individually, draw pictures to show different activities on good practices for keeping your school surroundings clean and beautiful.
- 4 Display your drawings for others to see.

Project

- 5 In groups, you will be given an area in the school environment. Take care of it for the term.
- 6 Your teacher will give marks for your area for each term.
- 7 The group which gets the highest marks for maintaining its area will be given a gift.

Importance of cleaning the school environment

Keeping the school environment clean is important because it:

- reduces the spread of diseases like diarrhoea, typhoid, dysentery and malaria
- keeps the surroundings attractive and beautiful
- keeps the air clean and fresh

Activity 9

- 1 Go around the school to observe the cleanliness of the surroundings.
- 2 In groups discuss and record your findings.
- 3 Your representative should report your work to the whole class.
- 4 In the same groups, discuss the importance of keeping the school environment clean and beautiful.
- 5 Each group should report their work to the whole class.

Activity 10

- 1 Develop future's wheels on the causes and effects of learning in a dirty school environment.
- 2 Present your future's wheels to the class.

Activity 11

Individually, read the story below and, in pairs, answer the questions that follow.

Yendani and Changa were pupils at a certain school. One day, as they were walking around the school, they picked two mangoes which had fallen from a mango tree and ate them without washing their hands.

Questions

- 1 What might happen to the pupils after eating the mangoes? Give reasons for your answer.
- 2 If you were one of the two pupils, what could you have done after picking the mangoes?

Assessment

- 1 Explain the term *environment*.
- 2 List any two components of the environment.
- 3 Briefly, describe how each of the following factors destroys the environment:
 - people
 - running water
 - animals
 - bush fires
- 4 Explain five problems caused by destroying vegetation and soil.
- 5 How would you conserve vegetation in your area?
- 6 Explain two ways in which bush fires affect animals.
- 7 Explain the effects of living in a dirty school environment.
- 8 What would you do if you found a friend or someone:
 - throwing away wrappers in the school grounds?
 - cultivating on a steep slope?
 - using the bush as a toilet?

Summary

In this unit you have learnt that the term environment is defined as something that surrounds us. Environment refers to the physical. Social and cultural components all of which are interrelated. The environment is important to all

living things because they depend on it for survival. However, the environment can be destroyed by different agents such as people, water and wind. It is therefore important that the environment should be conserved.

Glossary

catchment area	:	land from which a river draws its water
components	:	parts
conservation	:	prevention from loss or damage
environment	:	surroundings
physical features	:	features of the world such as mountains, rivers, hills, lakes
poaching	:	unlawful killing of animals in national parks and game reserves

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UNIT 2

Human virtues

Introduction

Human virtues play an important role of creating order, stability and harmony in our communities. A person's behaviour is influenced by his/her family and community. You need to be socialised into acceptable moral behaviour if you are to behave in a constructive and responsible manner. It is necessary that you understand the importance of behaving in a morally acceptable way. This will help you to appreciate the importance of acceptable forms of behaviour.

Human virtues



Human virtues are acceptable forms of behaviour. These forms of behaviour are recognised as good for humanity. Some of these virtues include honesty, justice, tolerance, impartiality, temperance, fortitude, prudence and respect. Vices are the opposite of virtues.

Activity 1

- 1 Individually, explain the term *human virtues*. Give examples of behaviours that are accepted by the society.
- 2 Study the drawing above and identify human virtues and vices.
- 3 Report your findings to the whole class.

Justice is fairness or rightness in the treatment of other people. This implies fairness in making judgement as well as putting the law into action.

Activity 2

- 1 Read the following story and answer the questions that follow.

Two brothers were driving from Blantyre to Lilongwe. On the way, they hit a pedestrian who died on the spot. Nobody else except the two witnessed the accident. After some time, the police announced on the radio that the body of an elderly person had been found along

the Lizulu-Ntcheu road and that he was believed to be a victim of a hit and run accident. In the announcement, the police appealed to anybody who witnessed the accident to report to the nearest police station.

2 Questions

- If you were one of the two brothers who would like to see justice prevail, what would you do?
- What would your brother do?
- What should the two brothers have done during the accident to show that they believed in justice?

Impartiality is the absence of any bias towards a particular person or opinion. It implies fair judgement of a situation or opinion. For example, a referee giving fair treatment in a football match without favouring one team or the other.

Honesty is to be truthful with one's conscience. For example, a pupil who picks up a lost pencil and gives it to the teacher to find the owner is honest.



Tolerance means respecting other peoples' views, preferences and ways of doing things even when they are different from our own. It also means being fair and open-minded. For example, people of different cultures or religion should tolerate one another's beliefs and practices.

Temperance is the quality which makes a person control his or her emotions. It is regarded as characteristic of all the moral virtues that control longing for pleasures of the senses. Temperance is associated with other virtues like abstinence, chastity and modesty.

Prudence is the ability to decide on the most suitable course of action. It means caution and wisdom in one's conduct.

Fortitude is the ability to stick to one's convictions or values. Persons who have fortitude are not easily moved by emotions or appearances. It also describes the courage by individuals suffering great pain or facing difficulties.

Activity 3

Read the parable of the Good Samaritan below and answer the questions that follow.

Parable of the Good Samaritan (Luke 10:25-35)

A teacher of the Law came up and tried to trap Jesus. 'Teacher', he asked, 'what must I do to receive eternal life?'

Jesus answered him, 'What do the Scriptures say? How do you interpret them?' The man answered, 'Love the Lord your God with all your heart, with all your soul, with all your strength, and with your entire mind'; and 'Love your neighbour as you love yourself.'

'You are right,' Jesus replied; 'do this and you will live.'

But the teacher of the Law wanted to justify himself, so he asked Jesus, 'Who is my neighbour?'

Jesus answered, 'There was once a man who was going down from Jerusalem to Jericho when robbers attacked him, stripped him, and beat him up, leaving him half dead. It so happened that a priest was going down that road; but when he saw the man, he walked on by, on the other side. In the same way a Levite also came along, went over and looked at the man, and then walked on by, on the other side. But a Samaritan who was travelling that way came upon the man, and when he saw him, his heart was filled with pity. He went over to him, poured oil and wine on his wounds and bandaged them; then he put the man on his own animal and took him to an inn, where he took care of him. The next day he took out two silver coins and gave them to the innkeeper. 'Take care of him,' he told the innkeeper, 'and when I come back this way, I will pay you whatever else you spend on him.'



A good Samaritan

Questions

- 1 In pairs, identify the human virtues and vices that have been demonstrated in the parable.
- 2 Which of the characters in the story displayed human virtues?
- 3 Which ones displayed human vices?

Human virtues and conflict resolution

Human virtues play an essential part in peaceful conflict resolution. Virtues such as tolerance, empathy and respect for others assist in reconciling people with different interests and views. Conflicts may be resolved through many ways. Peaceful means of resolving conflict minimise heavy suffering, destruction and loss of life. Peaceful conflict resolution promotes unity and stability and development. It also enhances the value of respect for human dignity and acceptance of one another.

Activity 4

- 1 In groups, discuss how the following virtues help in resolving conflict peacefully:
 - justice
 - tolerance
 - honesty
 - impartiality
 - temperance
- 2 Share your findings with the class.

Assessment

- 1 List examples of behaviour that society would consider acceptable.
- 2 Explain any three vices that can bring disunity in a community.
- 3 Write three advantages of human virtues.
- 4 Identify situations in your school that require human virtues.
- 5 Role-play how human virtues can assist in conflict resolution.

Summary

Human virtues are qualities that promote cooperation, unity and order in the society. Some of these virtues include honesty, tolerance and justice. These virtues are important in peaceful conflict resolution.

Glossary

Virtues	:	standards of acceptable behaviour
Vices	:	behaviours that are not accepted by the society
Conflict	:	quarrel or disagreement
Resolution	:	settlement of differences or disagreement

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Gwakou WA, (1997). *Social education and ethics for Forms 1 and 2*. Kenya, East African Educational Publishers Ltd.
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UNIT 3

Human rights and responsibilities

Introduction

All human societies share aspects of justice, fairness, dignity and respect. Observing human rights helps to create a society in which justice, dignity and respect for oneself and others are accepted. In this unit you will learn about human rights and responsibilities.

Human rights

Human rights may be defined differently by different people. Below is one of the definitions:

Human rights are generally accepted ways of relating with one another fairly, equally and justly.

Activity 1

- 1 Individually, write down what you understand by the term *human rights*.
- 2 Share your responses in a plenary.

Human rights and limitations to rights

Examples of human rights are:

- *the right to liberty*: this means the right to move about freely from one place to another without fear. However, the police in Malawi have powers to arrest anyone moving about the streets late at night. Neither can one go freely into somebody's house because that would be violating another person's privacy.
- *the right to equality*: this means that no one should be discriminated against in anything based on race, colour, sex, language, religion, political belonging, nationality, ethnic origin, disability or birth, health status (eg HIV positive). All people, therefore, should be treated equally eg when offering jobs, and when giving treatment in hospitals.



Adapted from: Malawi CARER (2001)

- *the right to practise a religion of one's choice*: this means that if we see someone praying, we should not disturb him/her
- *the right to life*: this means that every person has the right to be alive and to live freely. No one should kill anyone. However, there are many threats to life such as lack of :
 - safe drinking water
 - health services
 - nutritious foods
 - insecurity
 - political intolerance



Adapted from: Malawi CARER (2001)

- *the right to a fair trial*: this means that one has a right to:
 - a public trial in an independent and fair court within a reasonable time after being charged
 - be told what you are being charged for
 - be presumed innocent until proved guilty
 - remain silent during trial if you so wish or call for own lawyer
 - be tried in a language that you understand
 - appeal to a higher court if not happy with the sentence



Adapted from: Malawi CARER (2001)

- *the right to education*
- *the right to vote and to do so in secret*
- *the right to freedom of opinion and expression*, including those that are critical of government. However, you are not allowed to destroy other peoples good names by spreading lies about them or say something that may lead to conflicts
- *the right to form, join or take part in a political party*
- *the right to human dignity*: which means that every man, woman and child is entitled to be respected by the government, courts and other citizens



It is illegal to torture, beat or treat a person in a cruel manner. Even a convict has the right to adequate nutrition, medical treatment and access to reading and writing materials.

- *the right to security*, ie not to be assaulted or tortured
- *the right to justice*, ie not to be detained without trial
- *the right to work*
- *the right to privacy* ie no person (eg chiefs and government officials) should search another person's house or read their letters without special authorization from courts
- *the right to own property*
- *the right against discrimination*
- *the right to adequate food, housing and health care*
- *the right to freedom of the press* ie to report and publish freely
- *the right to a healthy and safe environment*
- *the right to clean air*
- *the right to clean water*
- *the right to safety*
- *the right to freedom of peaceful assembly and to express one's grievances*

Activity 2

- 1 In groups, discuss whether you agree or disagree with the following statements. Give reasons for your answers.
 - a) The police should beat up people and use teargas during riots at football matches.

- b) Schools should use corporal punishment.
 - c) Heads and teachers should give severe punishments to pupils who break school rules.
- 2 Report your answers to the class.

Rights and responsibilities of citizens in a democratic state



In a democracy, every citizen has the right to:

- choose political leaders to govern them by taking part in elections
- express their views on matters that affect their well-being

Every human right, however, involves responsibility. Every citizen has the responsibility to:

- be kind and helpful to others in need eg the poor, the elderly, the sick
- demonstrate self-control eg when you are angry
- respect human life by not killing others
- respect oneself
- respect his/her rights and those of others
- respect other people's property
- respect leaders
- obey laws: laws help to control people's behaviour
- respect other people's views or be tolerant
- pay taxes: taxes assist government to provide social services such as hospitals, schools and roads
- work for the common good and respect public property
- participate in community development activities that are for the benefit of the community or nation

Activity 3

- 1 Brainstorm the meaning of the term *responsibility*.
- 2 Make a chart of the responsibilities you have
 - a at home
 - b at school
 - c in your community
- 3 Display your charts on the classroom walls and read what others have displayed.

Children's rights and responsibilities

According to the Constitution of the Republic of Malawi, children have rights.

Children have the right to:

- love and care
- life, survival and development
- be with their family or those who will care for them best
- enough food and clean water
- an adequate standard of living
- health care
- special care and training for the disabled
- the right to speak their own language and practise their own religion and culture
- play



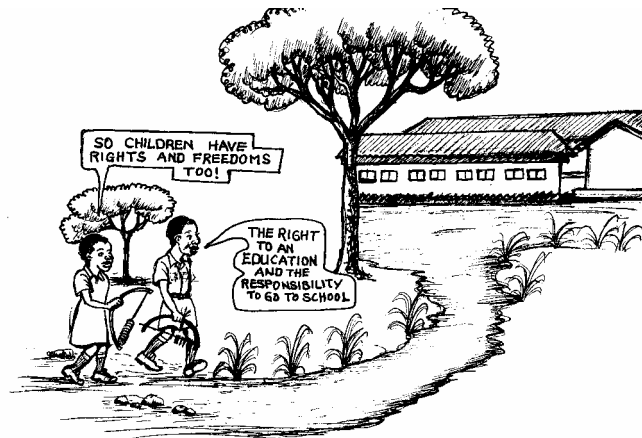
- education: parents and government have the responsibility of educating their children
- be kept safe and not hurt, exploited or neglected
- not to be used as cheap labour or soldiers during war
- protection from cruelty, neglect and injustice
- express their own opinion and to meet together to express their views
- be treated equally before the law
- have a family name and nationality
- know and be raised by their own parents
- be protected from economic exploitation or work or punishment which is dangerous to their health or which will interfere with their education or development

Responsibilities of children

Although you have these rights, you also have the duty or responsibilities to:

- listen to, obey and respect your parents, your teachers and other elderly people
- attend school
- obey rules and laws in different situations
- assist in family chores
- look after yourself

- behave well for example, not to be involved in drug abuse, theft, vandalism including destruction of school property



Activity 4

- 1 In groups, state the rights you enjoy as children:
 - at home
 - at school
 - in your community
- 2 In the same groups, discuss whether parents or guardians should:
 - a) stop you from going to discos or dances at night
 - b) order you to come straight home after school
 - c) prevent you from doing whatever you would like to do
 - d) beat you if you have done something wrong
- 3 Report your group work to class.

Practices that violate the rights of children

There are some practices and beliefs that threaten your rights in our communities. Some of the practices are:

- employing you as farm workers, thereby denying you your education
- being forced into early marriages
- rape: this is punishable by law
- using you in family income generating activities eg selling *mandazi* and looking after cattle
- being denied certain types of food; which hinders your chance to grow well



Adapted from: Malawi CARER (2001)

The use of children to make money or for personal gains is called **child abuse**.

Activity 5

- 1 In groups, identify and discuss:
 - forms of child abuse in your communities
 - ways of protecting girls from sugar daddies and sexual abuse
 - places and organisations found in the community where girls and boys can get help when abused
 - report your work in class
- 2 Work in groups to identify cultural practices that:
 - violate the rights of children
 - violate the rights of the girl-child
- 3 Report your findings in class.
- 4 Read the story below and answer questions that follow:

Mariko lost both of his parents to AIDS. He is staying with his distant aunt in Kawale township. Every morning, before he goes to school, he is sent to sell scones in the location and other nearby townships. By the time he goes to school, he is tired and cannot concentrate on his studies.

Questions

- a Identify Mariko's rights which are being violated.
 - b What advice can you give to Mariko's aunt?
- 5 Role-play the following situation: "When I do something wrong, my parents do not give me anything to eat for two days". Discuss the role play as a class.

Women's rights

Women, just like men and children, must receive the same and equal rights. However, women have the following special rights:

- enter into a contract ie agreement between two or more parties
- own property either alone or with others regardless of their marital status
- have custody and care of children
- have an equal right to make decisions that affect the upbringing of the children
- have full citizenship and nationality
- have a fair settlement of property that was owned jointly soon after death of a husband
- allowed to compete for a public office e.g. becoming a Member of Parliament or President
- to be treated fairly in everything e.g. at places of work

Activity 6

- 1 In groups, discuss forms of discrimination that exist against women in your communities.
- 2 Report your findings in a plenary.
- 3 Study the illustration below and the answer questions that follow:



Adapted from: Malawi CARER (2001)

Questions

- a) Identify the rights of women which are being violated.
- b) What can be done to prevent the above situation?
- c) What other cultural practices violate the rights of women?
- d) As a class, discuss the reasons why children and women have special rights as stated in the Constitution of Malawi.

Rights of minorities

Minorities are groups of people who are fewer in number compared to other groups such as:

- people living with HIV and AIDS
- people with disabilities
- small tribal or ethnic groups

The rights of minorities include the right to:

- practise their own religion
- use their own language

- development
- be represented on matters that concern them

Activity 7

- 1 Identify minority groups in your communities.
- 2 In groups, discuss the need to protect the rights of minorities.
- 3 Report your findings to the whole class.

Institutions that protect the rights of citizens

The following institutions protect the rights of citizens

- Office of the Ombudsman
- Human Rights Commission
- Human Rights NGOs
- Law Commission
- Courts
- Police
- Malawi Law Society
- Social Welfare Department

Activity 8

- 1 Work in groups to list places where you could go for help if your rights have been violated.
- 2 Share your findings in a plenary.

Assessment

- 1 What do you understand by the term *human rights*?
- 2 Describe any five human rights that you know and their limitations.
- 3 Explain any rights you have as a child.
- 4 State any responsibilities you have at:
 - family level
 - community level
 - national level
- 5 Describe any social, cultural and economic practices that violate:
 - children's rights
 - women's rights
- 6 How are minority rights violated?
- 7 Give examples of institutions you can go to if your rights are violated.

Summary

Human rights are rights which one enjoys or exercises by virtue of being human. The rights of women and children such as the right to play or education are protected by the Constitution of the Republic of Malawi. However, most of their rights are violated. Institutions such as the Human Rights Commission and the Ombudsman have been established to protect the rights of citizens.

Glossary

Citizen : an individual who forms part of the community of a village, town or country

Constitution	:	is a set of laws by which a country is governed
Discrimination	:	treating people differently based on their race, culture, ethnic origin, nationality, sex, belief, religion and physical disability.
Human rights	:	all the things to which we are entitled simply because we are born human
Responsibility	:	the duty to do or not to do something

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UNIT 4

The use and abuse of power

Introduction

People hold various positions in society. This entitles them to use power. Power can be used properly or wrongly. You may have experienced how power is used and abused in your community. This unit gives you information on how power can be used rightly or wrongly. It is also important to know that you have a responsibility to assist in preventing the abuse of power.

The difference between power and authority

Power is the ability to control or direct something or someone. On the other hand, authority is used by someone who is holding a position in society. For example, a teacher and village head have authority.

Activity 1

- 1 Read the following situations:
 - a) The High Court Judge finds Masamba guilty of rape and sentences him to prison.
 - b) Goli, who is older than most of his friends, demands a share of their lunch meals during lunch breaks.
 - c) Referee Katsache sends a player out of the game for rough play.
- 2 Which of these situations shows the use of authority? Give a reason for your answer.
- 3 Which of these situations shows the use of power without authority? Give a reason for your answer.

The use of authority or power

- Government officials are given authority to use it for the good of the people.
- At family level, parents use their position to discipline their children and provide for their daily needs.
- At school, the headteacher and teachers ensure that pupils are learning.
- At community level, ward councillors and members of parliament start development activities which benefit many people.
- At national level, the president and cabinet ensure that the rights and interests of the people are promoted and protected.

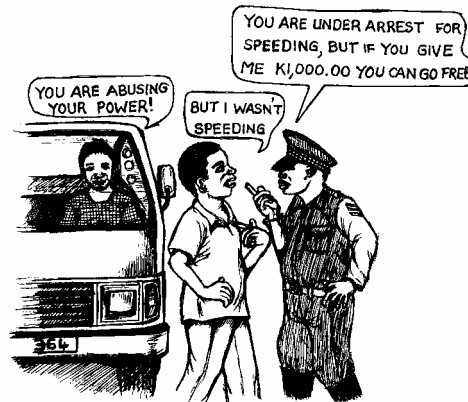
- Authority and power can also be used to provide order and security in people's lives and end conflicts peacefully.

Activity 2

- 1 Brainstorm positions of authority or power at:
 - family level
 - school level

- community level
 - district level
- 2 Role-play leaders using authority for the benefit of the people.
 - 3 Discuss the role plays.

The abuse of power



Adapted from: Street Law (SA) Centre for Social – Legal Studies, University of Natal (1994)

Government officials and other appointed persons are supposed to use their authority for the benefit of the people. However, some people use their positions for personal gain as in the illustration above. This is known as abuse of power.

Activity 3

- 1 Tell your personal experiences of abuse of power:
 - in the home
 - in school
 - in your communities
- 2 Read the story below and answer the questions that follow.

Mr Malama, a Standard 5 teacher at Pumulani school, assigns his pupils to work in his garden during the period for manual work.

Questions

- a Do you think this is abuse of power? Explain
 - b Role-play the above situation
- 3 Study the illustration below and in groups answer the questions that follow:



Questions

- Explain why you could say that the teacher is involved in abuse of power.
- What right is being violated?

Preventing the abuse of power

There are several ways of checking or preventing the abuse of power.

- In Malawi, the government has established the Anti-Corruption Bureau and the office of the Ombudsman to check corrupt practices and abuse of power by public officers.
- Educating people and government officers on the effects of abusing power. It is every one's responsibility to prevent the abuse of power.
- Reporting any form of abuse of power to relevant authorities, for example the police, your teacher, headteacher and other people that you can trust.



Activity 4

- 1 Work in groups to discuss your role in stopping the abuse of power in your school and community.
- 2 Share your findings in a plenary.

Assessment

- 1 Role-play the use of authority in a positive way at home and school.
- 2 Compose songs or poems on the use and abuse of power.
- 3 Suggest what can be done to prevent the abuse of power at:
 - family level
 - community level
 - district level

Summary

Leaders are given authority to use power for the benefit of other people. When leaders use their positions for their own personal gain, they are said to be abusing power. It is everyone's responsibility to assist in preventing the abuse of power by reporting corrupt practices to relevant authorities.

Glossary

Abuse of power	:	the use of position for personal gain or contrary to the accepted rules or laws
Authority	:	the right to use power
Corruption	:	practices which benefit individuals personally against the law
Power	:	the ability to control or direct something or someone
Public officer	:	a person working in the civil service

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UNIT 5

District administration

Introduction

There are several levels of government administrative structures in Malawi and these are at national, city and district level. Each of these has different officials who are appointed or elected to serve their people. The order of command from the top to the bottom is called administrative structure. The officials serve in different roles.

In this unit you will learn the administrative structure of your district and the roles of the different district officials.

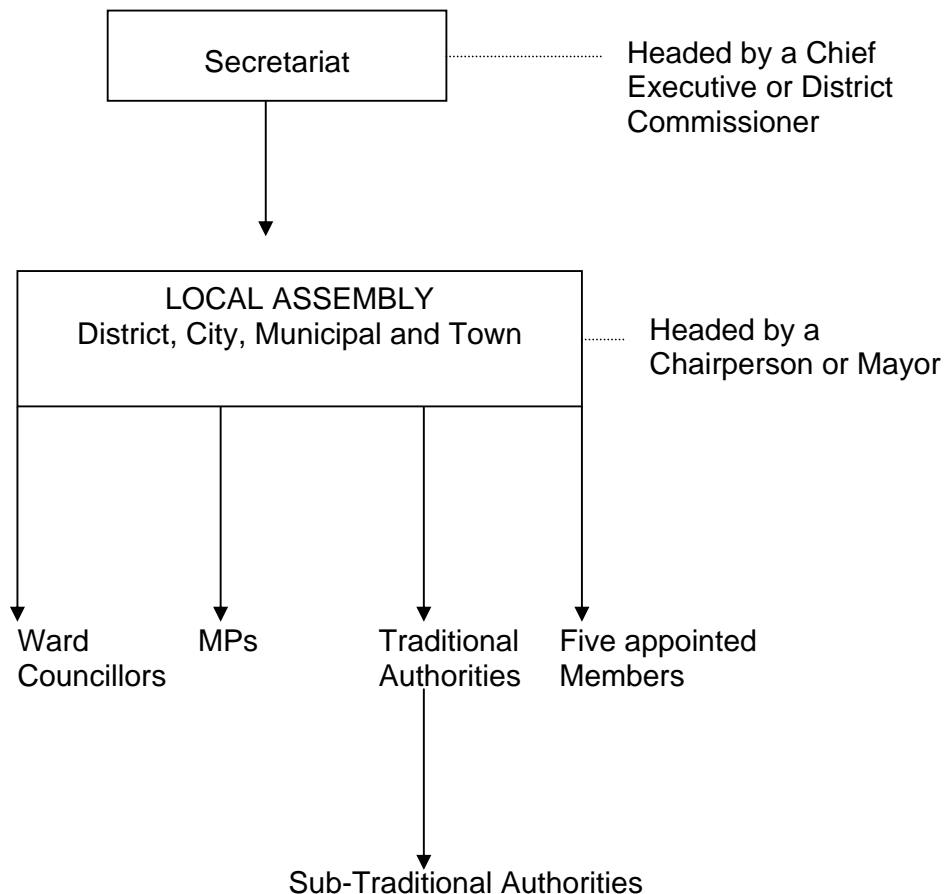
District administrative structure

Activity 1

In groups:

- describe the administrative structure of your school starting with the Head.
- report your work to the whole class

The district administration is arranged as shown below.



- The **Local Assembly** is the most important part of district administration. It is composed of:
 - Ward councillors who are elected and represent their areas called wards. These can vote during meetings.
 - Traditional Authorities (TAs) and Sub-traditional Authorities who head Area Development Committees and Village Development Committees. These are not allowed to vote.
 - Members of Parliament (MPs) who are elected and represent their constituencies but are not allowed to vote
 - Five members by elected members appointed to represent the interests of special groups of people
 - Each assembly has an elected Chairperson and Vice Chairperson. However the Chairperson for a city and municipal assembly is called a Mayor while the vice is known as Deputy Mayor



A Mayor

- Each district has its own assembly. In addition, the following are also districts in their own right:
 - Blantyre, Lilongwe and Mzuzu City Assemblies
 - Zomba Municipal Assembly
 - Balaka, Dedza, Karonga, Liwonde, Luchenza, Mangochi and Salima Town Assemblies
- The **Secretariat** is responsible for the day-to-day running of the assembly. It is headed by the Chief Executive in cities and municipal assemblies, and the District Commissioner (DC) in districts.

Activity 2

- 1 Name the districts in Malawi that are likely to have both:
 - a a district assembly and a city assembly
 - a a district assembly and a municipal assembly
 - a a district and a town assembly
- 2 Identify the type of assembly available in your district.

Activity 3

Study the structure of the district administration above and answer the following questions:

- 1 Who heads the local assembly?

- 2 Apart from the DC, who else participates in the district administration?
- 3 In your groups, list the similarities and differences between this structure and that of your school. Report your work to the whole class.
- 4 Individually draw the structure of the district administration.

Functions of the district administration

The district administration/local assembly does the following:

- builds and maintains primary schools and nursery schools through the Local Education Authorities (LEAs)
- maintains district roads (by district assemblies) and town/city roads (by city assemblies)
- provides health services such as dispensaries, under fives clinics and health education
- provides markets and butcheries
- provides entertainment centres such as football and netball pitches, parks, zoos, beer halls/taverns and community halls
- provides and maintains water supplies eg bore holes and piped water
- establishes nurseries and woodlots, city parks and nature sanctuaries (city assemblies)
- provides street lights (city assemblies)
- provides services for collecting rubbish and human waste and public toilets (city assemblies)
- raises funds through fees and taxes eg from markets, rest houses, bottle stores, ground rates from plots, and rubbish collection
- makes by-laws for the assembly

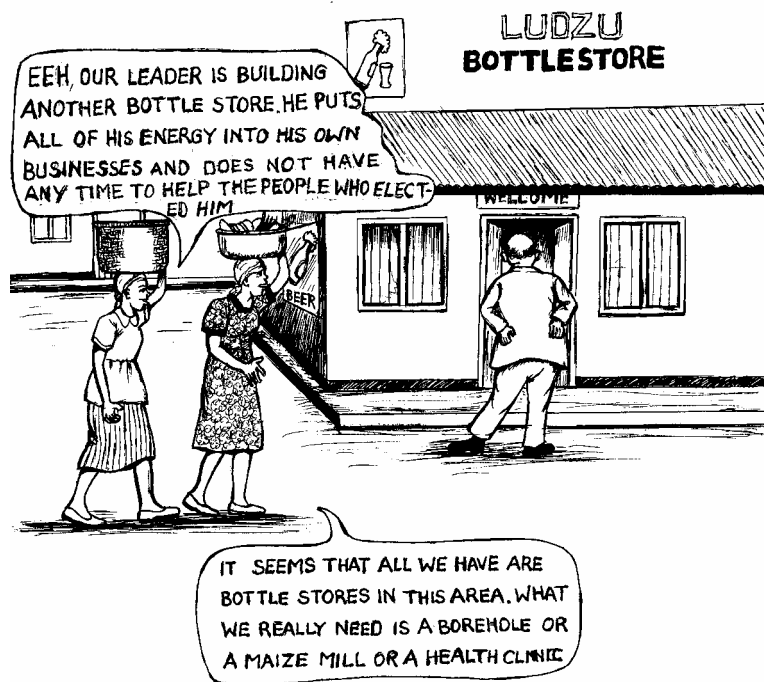
Each assembly has committees to provide services to the community. The committees include the works committee, the finance committee, the health committee and the education committee.

Activity 3

- 1 In groups, discuss:
 - where you go for treatment when you are ill
 - where you buy your supplies for your home
 - how you travel to different villages or townships
 - how you get water for cooking and washing
 - how you spend your free time
- 2 In the same groups, discuss:
 - if what you have stated above satisfies you and why
 - what you think should be done to improve your lives in your district or city/town
- 3 Report your group work to class

Activity 4

- 1 Study the picture below and answer the questions that follow.



Adapted from: PAC (1996)

- a What are the roles of Members of Parliament?
- b Why are the people not happy with their Member of Parliament?
- c What qualities should people consider when electing their leaders?

2 Report your answers to class.

Assessment

- 1 Identify any two sections of the administrative structure of the district assembly.
- 2 State any five functions of the local assembly.
- 3 Suggest what should be done to improve the life of the people in your areas.

Summary

The district administration is organised to assist in development activities at local level closer to people. The local assembly is composed of ward councillors, MPs, TAs and five appointed members. A chairperson heads an assembly at district level while a city or municipal assembly is headed by a mayor.

Glossary

Secretariat	:	Coordinating office, carries out the day to day functions of an organization
By-laws	:	Are regulations and rules made by the local assembly
Local assembly	:	Composition of local leaders in a district such as

councillors who are responsible for the
development of local areas

References

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UNIT 6

Types of courts and their functions

Introduction

Disagreements occur between people or organisations. Such disputes are sometimes handled in courts by people who are trained to handle cases. However different types of courts handle different cases. It is therefore important for you to know the different types of courts and their functions.

Types of courts

Activity 1

- a) In groups, brainstorm the types of courts in Malawi.
- b) Report your findings to the class.

The types of courts found in Malawi are as follows:

- The Supreme Court: this is the highest court in Malawi and is located in Blantyre
- The High Court: this is the second highest and is located in Blantyre Lilongwe, Zomba and Mzuzu
- Magistrate courts are lower courts found in all districts in Malawi

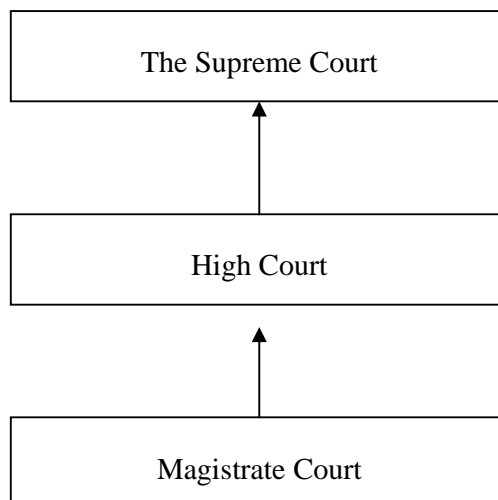
The type of court is determined by its functions.

Activity 2

- 1 Study the map of Malawi provided to you by your teacher.
- 2 Stick the labels of various types of courts which have been provided to you on the map.

The court structure in Malawi

You now realize that courts are of different types and different grades. Some are of higher grades and others of lower grades as follows.



Role of the courts

Courts are independent of the government. Understanding of the constitution and laws can be difficult. Therefore, the courts have a duty of interpreting, protecting and enforcing the constitution and all laws in Malawi.

Activity 3

- 1 In groups, give examples of any political cases that were referred to the High court or Supreme court.
- 2 Report the findings to the class for discussion.

Functions of the courts

The main function of the courts is to settle disputes. However, different courts handle different cases as follows:

- The Supreme Court. This hears appeal cases from the High Court
- The High Court handles three types of cases namely:
 - fresh civil or criminal cases which cannot be handled by lower courts
 - appeal cases from the lower courts
 - reviewing any law, action or decision by government
- The Magistrates Courts: The functions performed by these courts vary because the Magistrate courts are of different grades. However, all of them handle minor civil and criminal cases



How a court case is conducted

- When someone breaks a law, he/she may be arrested by the police.
- The Police take him/her to a court where a magistrate or judge handles the case as follows:
 - a charge is made against the law breaker
 - a witness (eg a police officer or someone else) tells the court what happened and presents evidence
 - the accused is asked questions to prove whether he/she is guilty to the charge. The hearing that takes place in a court is referred to as a trial.

- After going through the court case, the magistrate or judge will release the accused if not found guilty or sentence the accused for some months or years of imprisonment depending on the seriousness of the offence.
- The accused may appeal his/her case to a higher court if not satisfied with the judgement.



Activity 4

- 1 Read the story below and answer the questions that follow.

The story of Masanje School and Kalaundi School

Masanje School went to play friendly games with Kalaundi School. Pupils from both schools started fighting which resulted in the death of a pupil, Masautso, from Masanje School. Some pupils broke property from Kalaundi School. The pupils were caught and were taken to the police.

- a Suggest the type of court which first handled the case of Masautso. Explain.
 - b To which court did the head teacher of Kalaundi School go for help?
- 2 Identify offences in the story that might end up in a court.

Activity 7

Your teacher will take you to a nearby court.

- 1 In groups discuss what you observed and report to the class for discussion.
- 2 Role-play a court in session. Your teacher will assist you on the roles to perform.

Assessment

- 1 Which court would you go to if the following incidents happened to you? Give a reason for your answer.
 - a your relatives grab your family property after the death of your parents
 - b thieves break into your house
 - c not being satisfied on a courts ruling over the loss of your family farm land
- 2 Explain the importance of courts in your district.

Summary

Courts are important because they assist in solving disputes between people and/or organisations. They are also important because they interpret, protect

and enforce the constitution and the laws. There are different courts which are also graded differently.

Glossary

Lawyer	-	a person who is trained and qualified in law
Judge	-	a public officer with authority to decide cases in a high court
Court	-	a place where cases are tried
Case	-	matter/issue to be decided in a court of law
Sentence	-	punishment given by a court of law
Magistrate	-	a person who hears cases and passes judgement in a lower court

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UNIT 7

HIV and AIDS

Introduction

You may have heard and read about HIV and AIDS through the radio, newspapers or friends. You might have also seen or heard about people or relatives dying of AIDS related illnesses.

In this unit you will learn about HIV and AIDS, how it is spread and how it can be prevented. It is important that you play a role in caring for people living with HIV and AIDS.

Meaning of HIV and AIDS

AIDS is a disease that is caused by a virus called HIV.

HIV stands for:

- H – Human
- I – Immunodeficiency
- V – Virus

AIDS stands for:

- A – Acquired
- I – Immune
- D – Deficiency
- S – Syndrome

Activity 1

Discuss the meanings of HIV and AIDS.

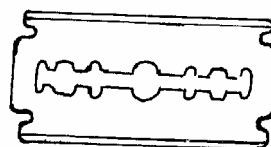
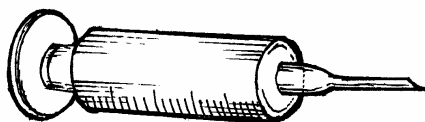
Cause of AIDS

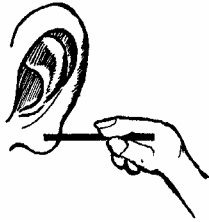
AIDS is a condition caused by a deadly virus called HIV. Having HIV means that the virus is present in the body and the person can infect others. AIDS is the final stage of having HIV. The body's defence system gets weakened and opportunistic infections begin to occur. There is no known cure for AIDS.

How HIV is transmitted

HIV and AIDS may be transmitted through:

- transfusion of unscreened blood
- unprotected sexual intercourse with an infected person
- unsterilized instruments such as syringes, needles and razor blades
- mother to unborn child and through breastfeeding





Activity 2

Study the illustrations above and answer the questions that follow:

- 1 Identify ways in which HIV can be transmitted
- 2 Apart from the ways illustrated, mention other ways in which HIV is transmitted.
- 3 Share your findings in class.

Misconceptions about HIV transmission

Many people have false information regarding the transmission of HIV. This makes HIV spread quickly.

Activity 3

- 1 Individually, identify statements that you think are true or false from the box below:

Statements	True	False
1 You can get HIV from unprotected sex.		
2 You can get HIV from a mosquito bite.		
3 HIV can be transmitted to the child during pregnancy.		
4 Not everyone who is HIV positive has AIDS.		
5 You can get AIDS by shaking hands.		
6 You can get HIV by piercing your skin		

- 2 Compare your answers with those of your partner.
- 3 Come up with one agreed list.
- 4 Report your findings to class.

Signs and symptoms of HIV and AIDS

After getting HIV, a person does not show any signs or symptoms. Over time when the immunity weakens, the person develops AIDS. The signs and symptoms of HIV and AIDS include:

- fever lasting over one month
- itching skin
- night sweats
- severe drug reaction
- thrush in the mouth or throat

- diarrhoea lasting over one month
- loss of body weight

However, these signs and symptoms can also show infection from other diseases. Only a blood test can prove that a person is HIV positive or negative.

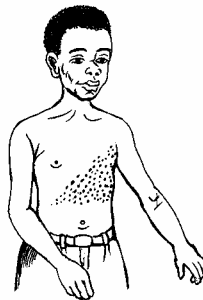
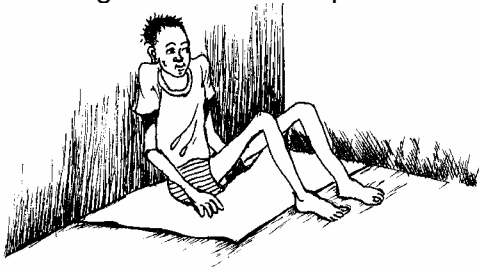
Activity 4

- In pairs list down other symptoms of AIDS.
- Report your findings to the class for discussion.

Ways of preventing the spread of HIV and AIDS

The spread of HIV and AIDS can be prevented through:

- abstaining from sex
- using a condom when having sex
- avoiding sharing used instruments for piercing or tattooing the skin
- being faithful to one's partner



Activity 5

- 1 In groups, discuss ways of preventing HIV and AIDS using the illustrations above.
- 2 Share your findings in a plenary.

Effects of HIV and AIDS in Malawi

HIV and AIDS has greatly affected Malawi. Almost everyone is now affected in one way or the other. Some of the effects of HIV and AIDS in Malawi are:

- high death rate
- less numbers of teachers and other skilled people
- reduced demand for education
- high numbers of orphans
- worries by those infected and affected with HIV and AIDS

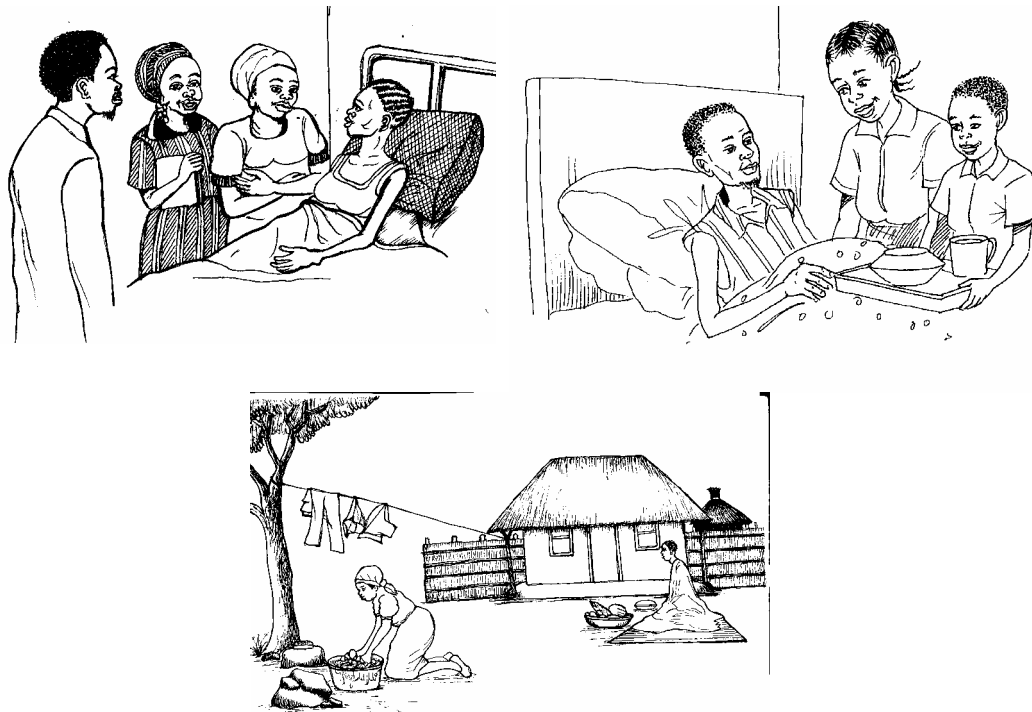
Activity 6

- 1 Draw future's wheels on the effects of HIV and AIDS.
- 2 Display the wheels for class discussion.
- 3 Listen to a health talk on HIV and AIDS by a resource person.
- 4 Ask the resource person questions on the talk.

Caring for people living with HIV and AIDS

People living with HIV and AIDS need care, love and support from everyone. This can be done by:

- encouraging early treatment of any illness
- providing them with a balanced diet regularly
- providing them with plenty of juices
- encouraging them to take nutritious meals regularly
- bathing them, if they cannot do so on their own
- washing their clothes
- talking to them in a gentle manner



Activity 7

Study the illustration above and answer the questions that follow:

- 1 Describe what is happening in the illustration.
- 2 In groups, suggest ways of caring for people living with HIV and AIDS.
- 3 Discuss the reasons for caring for people living with HIV and AIDS.

Community home-based care providers

In local communities these days, there are people called community home-based care providers. These people provide care to people living with HIV and AIDS without being paid money for their services.

Activity 8

- 1 Listen to a member of a community home-based care provider.
- 2 Discuss the resource person's presentation.
- 3 Compose songs or poems on HIV and AIDS.

Assessment

- 1 What is the difference between HIV and AIDS?
- 2 How is HIV transmitted?
- 3 What are the signs and symptoms of AIDS?
- 4 How can HIV infection be prevented?
- 5 Explain the impact of HIV and AIDS in the family and community.

Summary

HIV may be transmitted through unprotected sexual intercourse, transfusion of unscreened blood and use of unsterilized instruments. HIV and AIDS can be prevented by sexual abstinence, faithfulness and having protected sex. People living with HIV and AIDS need our physical and emotional support.

Glossary

Abstinence	-	the act of refraining from doing something
AIDS	-	Acquired Immune Deficiency Syndrome
HIV	-	Human Immunodeficiency Virus (which causes AIDS)
HIV positive	-	having HIV in the body
Transmit	-	pass from one person to another
Voluntary	-	working without payment
PLWA	-	people living with HIV and AIDS

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UNIT 8

Gender

Introduction

Men and women, boys and girls perform different roles and duties in the family, school, community and society. Gender is the way society describes what boys and girls, men and women should do. Gender role describes what men, women, boys and girls are expected to do in a particular society.

Activity 1

- 1 In groups discuss what you understand by the term *gender*
- 2 Report your group work to the class for discussion.

Activity 2

Gender roles

These are roles which a given culture sets for males and females in the society.

- 1 Be in groups of boys and girls. List down as many roles as possible that you are expected to perform at home because you are a boy or girl. Start in this way: *At home, because I am a boy/girl, I am told to:*
- 2 Present your work to the whole class for discussion.



- 3 This picture shows men, women and children in a village home.
 - a What are the men doing?
 - b What are the women doing?
 - c What about the children?
 - d Can the men do what the women are doing?
 - e Can the women do what the men are doing?
 - f Give reasons for your answers in (d) and (e) above.

Family roles and responsibilities

In every family, men and women, boys and girls have roles and responsibilities. How are these roles shared?

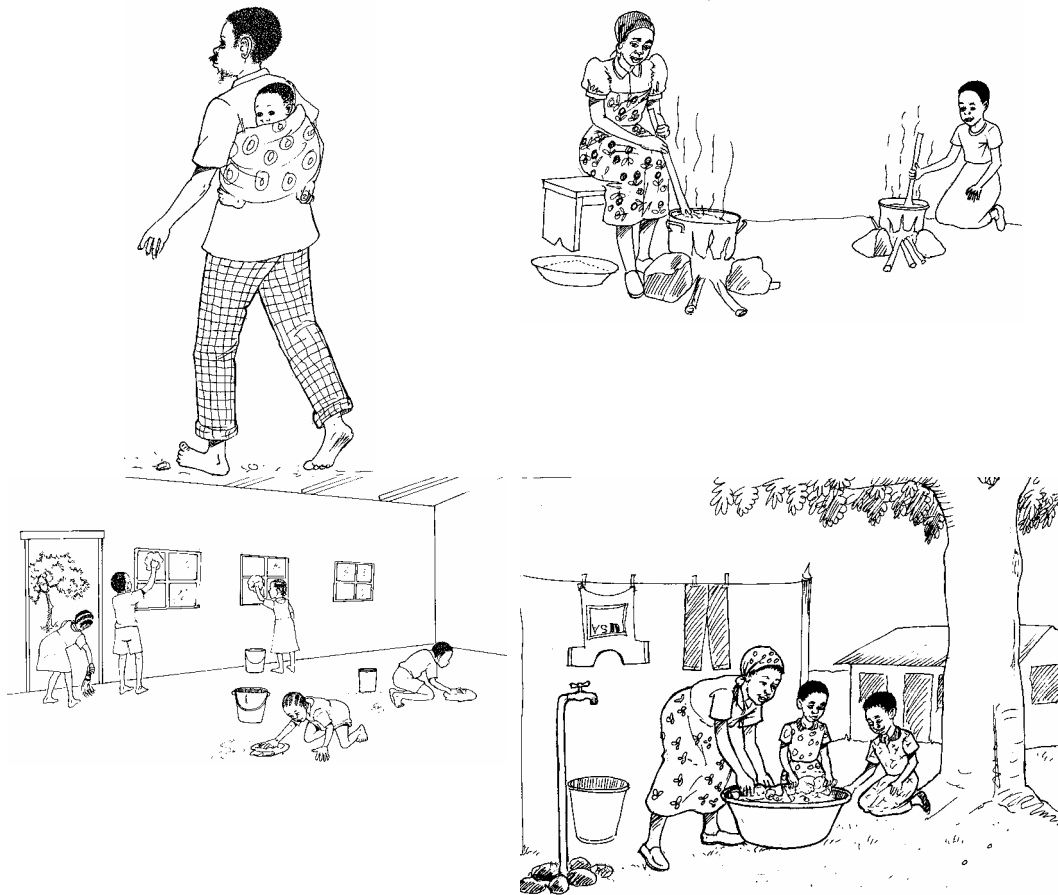
Activity 3

- 1 Draw a picture of your family at home. In the picture, show every family member doing some work.
- 2 Discuss your picture with a classmate.

Gender roles start in the family. Parents and relatives tell their children what to do or not with regard to whether they are boys or girls.

Activity 4





Jobs and roles for men and women in the community

Study at the picture above showing men and women doing different jobs together.

- 1 In groups, discuss why it is important for men and women to do the same jobs at home and in the community.
- 2 Report your group work to the class for discussion.

Gender equality

Men and women, boys and girls can live and work together. They are all important in the family and community. They should be given the same chances. Giving the same opportunity to people regardless of gender is called gender equality.

Gender inequality

Gender inequality happens when men and women are not treated as equals. It happens when people think that men or boys are more important than women or girls. It also happens when people think that women or girls are more important than men or boys.



Activity 5

Read the story below on **Life at Liu School** and answer the questions that follow.

Nila wakes up very early in the morning to go to school. She has to be at school at 6.30 in the morning every school day in order to sweep the headteacher office as well as their classroom. Her brother, Kaka, leaves a bit late because he only has to ring a school bell at 7.30am and lead the assembly. At Liu School, it is only girls who sweep and mop classes in the morning and after classes. Boys are given other tasks during class time such as collecting or distributing books. Teachers at this school feel that it is girls only who should clean offices, toilets and classrooms. Every morning, the Head boy of the School, Samala, checks classrooms and the office. If classrooms and the office are not swept, he punishes the girls.

Questions

- 1 How do teachers at Liu school treat boys and girls?
- 2 Why do you think there is this type of treatment?
- 3 What do you think about this way of treating boys and girls? Explain.

Assessment

- 1 Why is gender inequality not good in families and in communities?
- 2 What is your school doing to solve the problem of gender inequality?
- 3 What roles do boys and girls perform in the school?
- 4 Suggest what schools should do in order to promote gender equality.
- 5 Role-play the effects of gender inequality on schools.

Summary

Gender is a term that is used to define males and females and their roles. Gender equality means that men and women, boys and girls are treated equally. Gender inequality happens when males or females are treated as

more important than members of the opposite sex. The effects of gender inequality are that one sex group is not allowed to participate fully in education and in development activities.

Glossary

Gender	-	a term that defines the roles of males and females depending on a given culture
Gender role	-	these are roles which culture expects males or females to do
Gender equality	-	males and females treated as equally important
Gender inequality	-	treating males or females in a way that favours either the males or females

References

- Malawi Institute of Education (1997). *Reference manual on gender issues in schools*. Domasi: MIE.
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UNIT 9

Drug and substance abuse

Introduction

Drugs and substances are found all over the world. They are used by different people in different ways. Sometimes drugs and substances are used for wrong purposes. This is called drug and substance abuse. In this unit you will study the appropriate use of drugs and substances. This knowledge will assist you to refrain from abusing drugs or substances.

Uses of drugs and substances

A drug is a chemical that is used to relieve pain, treat or prevent diseases. Some commonly used drugs and substances are:

Drug/substance	Use
panadol	kills pain
aspirin	kills pain
fansidar	cures malaria
cocaine	prevents pain during medical operations
petrol	runs motor engines

Activity 1

- 1 Brainstorm names of drugs and substances in your area.
- 2 In groups, classify the substances or drugs following the table below.

For cure of diseases	Cleaning purposes	Drinking/beverage

- 3 Report your work to the whole class.

Drug and substance abuse

In the previous section, you learned how drugs and substances are used. Medicines have to be taken according to the instructions of a medical doctor. Unfortunately, some people use drugs and substances in a wrong way. Some of the ways in which drugs and substances can be abused are as follows:

- over drinking of alcohol
- smoking
- overdose of common medical drugs
- taking expired drugs
- self medication

Activity 2

Study the picture below and answer the questions that follow.



- 1 In pairs discuss what is shown in the picture.
- 2 Identify any two ways in which drugs and substances are being abused in the picture.
- 3 What advice would you give to the people in this picture?
- 4 Report your work to the class for discussion

Effects of drug and substance abuse

Drug and substance abuse can cause or lead to:

- madness
- poisoning
- suffocation
- disturbance of peace in families
- shabbiness
- stealing
- not being cooperative
- death
- neglecting family members
- violence
- rape or harassment
- suicide
- vandalism
- crime

Activity 3

Read the story below and answer the questions that follow.

Mr Phiri is a father of six children. He drinks a lot. Sometimes the family goes without food. Sometimes children do not go to school. When he comes home from drinking, he beats the wife and children for no proper reasons.

- 1 What two problems are likely to happen in the family?
- 2 What are the possible causes of the problems?
- 3 If Mr Phiri was your father, what advice would you give him?

Ways of avoiding drug and substance abuse

In the previous section you have learned that drug and substance abuse has negative effects on people's lives. The youth are more at risk of being involved in drug and substance abuse because of peer pressure.

The following are some of the things you could do to avoid drug and substance abuse:

- doing different activities to keep busy
- avoiding taking expired drugs
- avoiding bad company (friends)
- seeking guidance and counselling from parents, teachers, church elders and other mature people

Activity 4

- 1 Role-play the effects of bad company where one pupil resists getting involved in drug and substance abuse.
- 2 In pairs, discuss the role play.
- 3 Explain what you have learned from the role play.

Importance of counselling alcoholics and drug addicts

People who are having problems to stop abusing drugs and substances can be helped in different ways. One way of helping them is by sending them to rehabilitation centres. To rehabilitate is to help drug addicts to get over their habits and become useful members of the community. It is hard for a drug addict to stop abusing a drug and get well again because the drug has a strong hold on the abuser. An addict needs a lot of care and support.

If drug addicts are counselled they can:

- stop stealing
- cooperate with friends and family
- support family friends
- work hard in class
- prevent crime or suicide

Activity 5

- 1 Give four reasons why it is important to counsel a drug addict.

- 2 What advice would you give to an addict?
- 3 Share your response with a partner.

Counselling centres for drug and substance addicts

Counselling and rehabilitation centres have been provided in different areas. Examples of these centres are hospitals, the police, churches, various NGOs and traditional institutions. These centres help drug abusers to stop abusing drugs and substances and to lead useful and healthy lives.

Activity 6

- 1 In pairs, identify counselling centres in your area.
- 2 Visit a nearby clinic with your teacher or invite a medical person to talk to you on drug and substance abuse.

Summary

Drugs and substances have various uses. Some are used as medicines, fuel and for cleaning. However, some people use them for wrong purposes. This is known as drug and substance abuse. Such habits bring about negative effects on individuals, families and the nation as a whole. Drug abusers cannot effectively participate in development work. People should, therefore, avoid abusing drugs and substances.

Assessment

- 1 What is the meaning of the term *drug and substance abuse*?
- 2 How are the following abused?
 - alcohol
 - valium
- 3 How can you avoid drug and substance abuse?
- 4 Complete the table below on the effects of drug and substance abuse.

Drug/substance	Effects on the individual	Effects on the family
Glue		
Alcohol		
Chamba		

Glossary

addict	:	unable to free oneself from a habit
drug	:	substance such as chamba or medicine, whose use can result into a habit
substance	:	any kind of matter eg coffee, water and drugs
rehabilitation	:	help given to addicts to get over their addiction and become useful members of the society
counsel	:	help someone in need in order that he/she takes appropriate actions or decisions in his/her life
abuse	:	wrong use of something

References

The Gambia (1977). *Population and family life education: pupils' book grades 4-6*, Macmillan.

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MIE (1998). *A students' handbook for population education in Malawi*. Domasi: MIE.

MIE (2001). *Life skills for you and me: teachers' guides 3-5*. Domasi: MIE.